

Title I-C Migrant Education Program

Consolidated State & Federal Grant Application
(CFSGA)



Mary Lou Wells
Migrant Education Program Coordinator



Goal of the ESEA Division

- ❑ **ALL** districts have spending authority of all federal funds as of July 1, 2014.
- ❑ Consolidated State & Federal Grant Application (CFSGA) must be submitted on July 1, 2014 in order to achieve this goal.



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Consolidated Federal & State Grants - CFSG



Applications

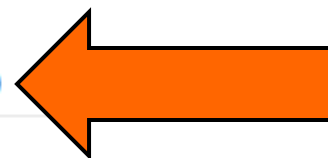
Consolidated Federal and State Grant Application (CFSGA)

Title X Homeless Education Subgrant

Title I-D Neglected/Delinquent Report Subpart 1 Application

Title I-D Neglected/Delinquent Report Subpart 2 Application

Migrant Student Information System (MSIS)







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At A Glance

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Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application

CFSGA. This is the District's application for federal and state funds for the following programs:

- Title I-A College & Career Ready
- Title I-C Migrant Education
- Title II-A Teacher & Principal Quality
- Title III Language Instruction for Limited English Proficient & Immigrant Students
 - District Improvement Plan
 - Corrective Action Plan
- State Limited English Proficient Program
- Title VI-A 2 Funding Transferability
- Title VI-B Rural & Low-Income Schools

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by June 30th. Budgets and plans will be reviewed by the respective program directors and coordinators by July 31st. A grant award letter will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grants Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.





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**Consolidated Federal and State
Grant Application - Beta**

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Start typing the name of the District you wish to select.

homedale

Beta

Beta

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link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any





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Budget Page

- Don't forget carry-over from SY1314 (September 30, 2014)
- **Salaries: Include FTEs in description regular and summer terms**
- Be **specific** in description of Purchases Services, Travel Expenses, and Supplies & Materials
- **#1 reason plans not approved—not enough specificity**
- Allowable: Indirect cost rate & 2% max of total allocation to administrative costs



Criteria for expenditures....

- ✓ Are they allowable?
- ✓ Are they allocable?
- ✓ Are they necessary and reasonable?
- ✓ Do they meet supplement, not supplant requirements?



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School Readiness

Academics in Reading & Mathematics

High School Graduation

1.0 SCHOOL READINESS

Activities

Choose from the following strategies/activities those that your site will use to meet the school readiness objectives (check all that apply)

Note: Bolded items are high priority and therefore required for all funded migrant education programs.

1-1	<input type="checkbox"/>	Provide migrant-funded pre-school during the regular term and/or summer term (for a minimum of three weeks), staffed by qualified and trained staff that use evidenced-based curriculum
1-2	<input checked="" type="checkbox"/>	Provide support and resources to migrant preschool students and parents in collaboration with existing district and community services
1-3	<input type="checkbox"/>	Provide home-based or site-based migrant parent/child school readiness programs through a Family Bi-literacy model during the regular and/or summer term with a minimum of six contacts per family/child

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School Readiness Academics in Reading & Mathematics High School Graduation

2.0 ACADEMICS IN READING & MATHEMATICS

Activities

Choose from the following strategies/activities those that your site will use to meet the school readiness objectives (check all that apply)

Note: Bolded items are high priority and therefore required for all funded migrant education programs.

2-1	<input type="checkbox"/>	Provide supplemental services in reading and math through a minimum of 40 hours of evidence-based instruction during extended day and/or summer school programs using staff trained in the unique needs of migrant students
2-2	<input type="checkbox"/>	Provide a site-based migrant Family Literacy program during the regular and/or summer term with a minimum of six contacts per family/child
2-3	<input checked="" type="checkbox"/>	Provide and/or collaborate to provide information, resources, or referrals aligned with individual needs to help increase access to education
2-4	<input type="checkbox"/>	Provide at least two parent meetings/activities/one-on-one contacts designed in collaboration with parents to increase parent understanding of school requirements, attendance and school subjects
2-5	<input checked="" type="checkbox"/>	Participate in activities to increase capacity to provide supplemental services to binational students, including participation in consortia

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School Readiness

Academics in Reading & Mathematics

High School Graduation

3.0 HIGH SCHOOL GRADUATION

Activities

Choose from the following strategies/activities those that your site will use to meet the school readiness objectives (check all that apply)

Note: Bolded items are high priority and therefore required for all funded migrant education programs.

3-1	<input checked="" type="checkbox"/>	Provide parent and student activities to increase involvement in and understanding of high school graduation and grade promotion at a minimum of twice per year for students in 7-12th grade
3-2	<input type="checkbox"/>	Provide activities for career and college readiness to students in grades 7-12 and families at a minimum of twice per year
3-3	<input type="checkbox"/>	Provide year round academic support for supplemental credit accrual for high school migrant students beyond the school day/year
3-4	<input checked="" type="checkbox"/>	Provide professional development for all staff working with migrant students (support, administration, and instructional) regarding migrant student needs
3-5	<input type="checkbox"/>	Coordinate with existing services and/or provide academic or support services for OSY, including participation in consortia designed for OSY

Activities

- All bolded activities required of all I-C funded LEAs
- More does not mean the best
- Selection of activities should be based on Local Needs Assessment
- I-C funded staff should be supporting selected activities
- These are the only allowable uses of migrant funds
- This is the State Services Delivery Plan



MEP Supplementary Information

- ✓ LEAs Comprehensive Plan for IDR
- ✓ Quality Control Procedures
- ✓ LEAs Priority for Services Identification Process
- ✓ LEA Migrant PAC
- ✓ Professional Development Specific to MEP



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LEA's Comprehensive Plan for Identification and Recruitment of Eligible Migrant Children

Outline the LEA's process of identifying and recruiting migrant children. Be very specific outlining how the migrant liaison is informed of a potential migrant student that enrolls in school and the process that then continues to determine eligibility. Also include how recruitment occurs within the community for potential migrant students not attending school (i.e., out-of-school youth (OSY)).

Response:

Quality Control Procedures to Ensure the Accuracy of Student Eligibility Determinations

Following the seven components listed below, describe how the LEA will address each area to ensure the accuracy of student eligibility determinations. The State Quality Control Plan is available at http://www.sde.idaho.gov/site/migrant_edu/idRecruit.htm This can be used as a resource. But, the description contained in this plan must be specific to the LEA.

Sec 200.89 MEP Allocations; Re-Interviewing; Eligibility Determination; and Quality control

(d) Responsibilities of an SEA to establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. An SEA must establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:

(1) Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.

Response:

(2) Supervision and annual review and evaluation of the identification and recruitment practices of individual recruiters.

Response:

(3) A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all local operating agencies.

Response:

(4) An examination by qualified individuals at the SEA or local operating agency level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.

Response:

(5) A process for the SEA to validate that eligibility determinations were properly made, including prospective re-interviewing as described in paragraph (b)(2).

Response:

(6) Documentation that supports the SEA's implementation of this quality-control system and of a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.

Response:

(7) A process for implementing corrective action if the SEA finds COE's that do not sufficiently document a child's eligibility for the MEP, or in response to internal State audit findings and recommendations, or monitoring or audit findings of the Secretary.

Response:

LEA's Priority for Services (PFS) Identification Process

Describe the LEA's process for identifying migrant priority for service students. Include who is responsible and what time of year this occurs. Also include the steps the LEA follows to ensure that Migrant PFS students are served before other migrant students through the services/activities provided through the migrant program.

Response:



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...the migrant liaison is informed of a potential migrant student that enrolls in school and
...nity for potential migrant students not attending school (i.e., out-of-school youth

...accuracy of student eligibility determinations. The State Quality Control Plan is
...the description contained in this plan must be specific to the LEA.

...notification and recruitment of eligible migratory children. An SEA must establish and
...children on a statewide basis. At a minimum, this system of quality controls must

...conducting quality control procedures know the requirements for accurately

...of individual recruiters.

...s and for ensuring that this information is communicated to all local operating

(4) An examination by qualified individuals at the SEA or local operating agency level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.

Response:



Webinar-Workshop Schedule AND registration links are available at http://www.sde.idaho.gov/site/title_one/



Title I-A



CFSGA (Consolidated Federal and State Grant Application) Webinar Schedule

April 10, 2014	Title I-D Neglected/Delinquent Registration Web Link
April 15, 2014	Title I-C Migrant Education Program Registration Web Link
April 18, 2014	Title II-A Teacher and Principal Quality Registration Web Link Title III Language Instruction for Limited English Proficient and Immigrant Students and State LEP Registration Web Link
April 22, 2014	Title X-C Homeless Education Registration Web Link Title I-A Basic Education Registration Web Link Title VI-B Rural and Low Income Schools Registration Web Link

CFSGA (Consolidated Federal and State Grant Application) WORKSHOP 2014 Register Now!

- Idaho Falls on April 28 (1-5PM) at the Hilton Garden Inn | [Register Here](#)
- Idaho Falls on April 29 (ALL DAY) at the Hilton Garden Inn | [Register Here](#)
- Twin Falls on April 30 (ALL DAY) at the Herrett Center | [Register Here](#)
- Twin Falls on May 1 (8-NOON) at the Herrett Center | [Register Here](#)
- Nampa on May 7 (ALL DAY) at the Nampa Civic Center | [Register Here](#)
- Nampa on May 8 (8-NOON) at the Nampa Civic Center | [Register Here](#)
- Coeur d'Alene on May 14 (ALL DAY) at the Coeur d'Alene Resort | [Register Here](#)

Information About Title I-A

Title I-A is a Federal program intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and



CFSGA Webinar Schedule

April 10, 2014

- Title I-D Neglected/Delinquent

April 15, 2014

- Title I-C Migrant Education Program

April 18, 2014

- Title II-A Teacher and Principal Quality
- Title III Language Instruction for Limited English Proficient and Immigrant Students and State LEP

April 21, 2014

- Title I-A Basic Education

April 22, 2014

- Title X-C Homeless Education
- Title VI-B Rural and Low Income Schools



Upcoming CFSGA Writing Workshop

Consolidated Federal and State Grant Application (CFSGA) Workshops 2014	Programs
<u>April 28th 1:00-5:00 pm</u>	PM-Title IA, Homeless ED
<u>April 29th 8:00 am-5:00 pm</u>	AM - Title II, ND, REAP PM- Title IC, and III
Idaho Falls- Hilton Garden Inn	
<u>April 30th 8:00 am-5:00 pm</u>	AM-Title IA, Homeless ED PM- Title II, ND, REAP
<u>May 1st 8:00 am-12:00 pm</u>	AM-Title IC, and III
Twin Falls- Herrett Center	
<u>May 7th 8:00 am-5:00 pm</u>	AM-Title IA, Homeless ED PM- Title II, ND, REAP
<u>May 8th 8:00 am-12:00 pm</u>	AM - Title IC, and III
Nampa-Nampa Civic Center	
<u>May 14th 8:00 am-5:00 pm</u>	AM-Title IA, Homeless ED, PM-Title II, ND, REAP
CDA-Coeur D'Alene Resort	





Contact Information

- Mary Lou Wells

State Migrant Education Program Coordinator

mlwells@sde.idaho.gov

(208)332.6958



Contact Information

Director, ESEA Programs	Marcia Beckman	mmbeckman@sde.idaho.gov	208.332.6953
Title I-A: College & Career Ready	Karen Seay	kjseay@sde.idaho.gov	208.332.6978
Title I-C: Migrant Education	Mary Lou Wells	mlwells@sde.idaho.gov	208.332.6958
Title I-D: Neglected/Delinquent Education	Marcia Beckman	mmbeckman@sde.idaho.gov	208.332.6953
Title II-A: Teacher & Principal Quality	Teresa Burgess	tburgess@sde.idaho.gov	208.332.6891
State Limited English Proficient Program Title III: Language Instruction for Limited English Proficient & Immigrant Students	Dr. Christina Nava	cnava@sde.idaho.gov	208.332.6905
Title VI-B: Rural & Low-Income Schools Title X-C: McKinney-Vento	Tina Naillon	tmnaillon@sde.idaho.gov	208.332.6904
Grants Analyst	Elmira Feather	efeather@sde.idaho.gov	208.332.6900

